

## SPED 537

*Alternative Formats of this Material are Available Upon Request  
California State University, Northridge  
Department of Special Education*

### **SPED 537: Methods for teaching young children with multiple disabilities: Sensory Impairments (3 credits)**

**Instructor:**

**Class Time:**

**Phone:**

**Office Hours:**

**Email:**

#### **Conceptual Framework:**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to **excellence, innovation, and social justice**. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic **excellence** in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of **evidence** to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 educators and relate professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative, critical, and reflective thinking and practice**.

#### **Catalog Description**

Prerequisites: SPED 431 Atypical development of young children with disabilities or SPED 400 Developmental differences and implications in special education. This course will discuss educational issues and strategies for working with infants, toddlers, preschoolers and school aged students whose multiple disabilities include vision impairments or hearing loss. An emphasis is placed on collaboration with families, vision and hearing specialists and other related services personnel in identifying children's functional use of vision and hearing and adapting instructional materials,

activities, and environments to enhance learning.

**Objectives:**

After completing the course students will be able to:

1. Identify the *causes, incidence, and functional implications* of vision loss and/or hearing loss;
2. Recognize *specific types of visual impairment and hearing loss* and their potential effects on learning and development;
3. Identify most *common methods of improving use of functional vision and hearing* for individuals with these problems;
4. Identify and describe a variety of assessment tools/strategies, and their purposes for understanding current vision/hearing, evaluating effectiveness of current tools and supports, and for planning interventions. Assessment tools and strategies consider factors related to differences in individual culture, language, socioeconomic status;
5. Recognize the multiplicative *effects of a visual impairment or hearing loss on learning and development* when combined with other disabilities;
6. Identify the *behavioral characteristics* of young children and school age students who have sensory impairments in addition to intellectual impairments, and the purpose these behaviors hold for the individual.
7. Implement *effective instructional strategies* with young children and school aged students whose multiple disabilities include visual impairments and/or hearing loss, with consideration of individual culture, language, socioeconomic status;
8. Demonstrate knowledge of strategies to promote *collaboration with families* of young children and students whose multiple disabilities include visually impairments and/or hearing loss in assessment, program development and implementation;
9. Demonstrate knowledge of *the roles and responsibilities of related services personnel* including the orientation and mobility specialist, teacher of children with visual impairments, and teacher of children who are deaf or hard of hearing in working with young children and school aged students who have multiple disabilities.
10. Demonstrate knowledge of environmental modifications, appropriate curricula, specialized materials, equipment, technology, and community, state and national resources for serving young children and school aged students with multiple disabilities and sensory impairments.

**Required Readings:**

Articles, webinars, and handouts posted on Canvas by instructor.

You are expected to read assigned articles and other readings by the date indicated on the topics listed on the class schedule and consider implications for your role as a special education teacher working with young children or school aged students who have multiple disabilities and sensory impairments.

**Class Expectations:**

Students are expected to participate in class, to have read assigned readings, and to demonstrate competencies through class participation, assignments, and the final exam.

**Technology Considerations:** This course is an online course. We will begin our class session on Zoom every week. Assignments will be submitted online on Canvas. No work will be accepted

by email. The assignments that you need to complete are listed below and each major assignment also has its own section with accompanying materials on Canvas. If you have questions about assigned material, please ask. To succeed in this course, you must have reliable access to a computer/tablet and internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its [Device Loaner Program](#). For information on acquiring internet service, please see: <https://www.csun.edu/it/internet-connectivity-users-who-do-not-have-it>. You'll also need Microsoft Word (available at no charge from CSUN) for submitting written assignments.

Keep in mind that as this is an online class, we will be relying heavily on technology for many of the assignments and exams. There is always the chance that your internet will be momentarily down when accessing material, assignments or exams. Please make sure you are giving yourself enough time to complete the assignments and exams for the course to minimize any unforeseen challenges. I strongly encourage you to not wait until the last minute before the deadlines to complete the assignments or the exams. I have tried to give you a flexible window to complete the assignments from when they post to when they are due (which will be listed on the Canvas site). If you ever have any technical difficulties accessing the Canvas site materials you are welcome to email me or you can contact the CSUN IT department that can be reached at (818) 677-1400. Their hours are Monday-Friday from 8am-5pm.

The course website can be accessed at: <http://canvas.csun.edu/>. Your user name and password to access the website are the same as those you use for access to the SOLAR system. ***Most information will be provided via Canvas so please check frequently!*** At times, emails may be sent to students through the Canvas site, so students must check their CSUN email accounts regularly. You will be automatically added to the class when you are registered, and after classes have begun. All assignments will be submitted via different tools on Canvas. Grades and comments will be posted on Canvas and it is your responsibility to monitor your grades and to ask for clarification on comments if needed. Check your assignment descriptions to ensure that you are submitting assignments correctly.

**Course Expectations:** I strive to maintain a climate for all participants in this class that is free of all forms of discrimination and harassment based upon race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible to correct and enhance the student experience.

**Professional Demeanor and Participation:** As a student in an education course, you are expected to exhibit the behaviors of a professional educator and student at all times. This includes active and positive participation online and in class, and using respectful language in

discussing students and their families. I ask that you do your best to remain actively engaged throughout all synchronous class sessions.

Due to the interactive nature of this course, attendance and participation are critical. Students are asked to notify the instructor in advance of missed classes whenever possible, and are responsible for obtaining any missed notes or handouts from a classmate. Students will be expected to participate in weekly collaborative group interactions, and will be graded (C/NC) on that participation. In-class activities cannot be made up. You will demonstrate that you are participating in this class by BOTH participating in online discussions AND participating in whole class and small group discussion via Zoom. All class Zoom meetings will emphasize interactions among students, and so attendance in these sessions is particularly important. Students who do not attend class typically do not do well in class.

**Zoom Protocols:** While you are not required to attend Zoom sessions using video, the class policy is that your screen name be visible on your device. If you are using a cell phone, laptop or tablet, be sure to add your name to your device before the beginning of the class. Once you enter the Zoom room, you will be muted. This ensures all members of the class can hear the instructors and any background noise from your location will not be disruptive. It will be important to remain muted until called on by the professor to avoid disruptions during class.

**Recording:** We realize this semester may not be easy. Our internet may not be stable, or our wireless may stop during class. For that reason, upon receiving permission from the class, I hope to record each class meeting. If you miss part of class because of technical issues, you will be able to watch the recorded class session. You may not redistribute screenshots or recordings of class sessions in any manner.

### **Assignment Guidelines**

#### *Writing Quality*

This is a graduate level course and assignments should be organized, well written, thoughtful, and reflect an understanding and application of the course content and assigned readings. Papers must be organized with headings, word-processed, double spaced, in 12 font, with 1-inch margins, pages must be numbered, and the paper should be checked for grammatical and spelling errors. Papers with an undue amount of errors in grammar, spelling, or sentence mechanics will not be graded. They will be given back to students to edit and resubmit. If you need additional support with writing, please seek assistance prior to submitting your work.

#### *Submission*

Final drafts of all assignments will be submitted and graded via Canvas. All assignments must be word processed and submitted on or before the due date. All assignments are due by 11:59 pm on the date listed in the course schedule.

### *Grading*

Grades and comments will be posted on Canvas and it is your responsibility to monitor your grades and to ask for clarification of comments if needed. Check your assignment descriptions to ensure that you are completing assignments correctly.

### *Late Assignments*

Please submit assignments on or before the due dates/times listed in the syllabus. If for some reason you cannot submit work on the dates listed, please email me **before the assignment is due and** explain your situation. It is your responsibility to get your work to me in a timely manner. All assignments will be submitted via Canvas, even if late. Any assignment turned in after the due date/time will be graded with a 10% reduction in the maximum grade, with an additional 10% for each week the assignment is late thereafter. If an assignment is to be submitted more than one week late, please discuss the issue with the instructor. *Please do not email assignments.* Submit them on Canvas, and email me to let me know it was submitted late.

### *Academic Dishonesty:*

Cheating and plagiarism will not be tolerated. *All work submitted must be your own.* All assignments are to be completed individually unless otherwise indicated. If you are unclear of what constitutes plagiarism, please ask me prior to submitting your assignments. Cheating and/or plagiarism can result in disciplinary action (see course catalogue for more information).

### **Workload:**

The general rule is that you will spend 3 hours studying outside of class for every 1 unit you take. So, on average, a 3 unit class equals ~ 9 hours of home study per week. I encourage you to keep on top of the reading and assignments.

### **Description of written assignments**

#### A. ***Collaboration with Key Professionals in VI, DHH or O&M*** - 10 points total - **Group assignment**

**ECSE: 2.2, 6.11**

**ECSE: 1.5**

Purpose: To identify roles, responsibilities, knowledge and skills of teachers with certification in visual impairment, deaf or hard of hearing specialization or an orientation and mobility instructor, and how a special educator of preschoolers or school age students with IEPs might collaborate with these teachers for the benefit of students with sensory disabilities.

- Read the guidelines for DHH and VI teachers provided on Canvas. View the following sets of videos on Canvas:

Teacher with a credential in visual impairment

Teacher with credential in deaf and hard of hearing area

Orientation and mobility instructor

- Based on the information you gained from the videos, relevant readings, and class discussions, develop a short summary of the role *for each of the three disciplines* that identifies the following:

1. **Key roles and responsibilities** of that teacher in working with children/students who have visual impairments and hearing loss or other disabilities (2 pts.)
2. How **you as a special educator would collaborate** with this discipline if you served a child/student with a visual impairment or hearing-related diagnosis, i.e., how you would draw on this teacher's expertise to increase your knowledge and skills in teaching the target student and promoting student outcomes. (2 pts.). Be sure to integrate information you have learned in class about the roles and responsibilities of teachers with credentials in VI, DHH and O&M.
3. At least one **question you have** about this discipline's professional role or strategies (1 pt.)

B. ***First person accounts: Learning from people with vision impairments*** - 10 points total –

**ECSE: 1.1, 1.2, 1.3**

**ECSE: 1.1, 1.2, 1.3**

Purpose: To gain the perspective of individuals who are blind or who have vision impairments, and to consider instructional supports and adaptations that may benefit students who are blind or who have limited vision.

- a) Watch a person with a vision impairment complete a daily activity by choosing one of the videos provided or selecting your own. What similarities and differences do you notice compared to how a sighted person would perform a similar activity?
- b) Read/watch at least two first-person accounts from those provided written/told from the perspective of individuals with vision impairments/who are blind.

Submit a 2-3-page paper in response to part a) and part b).

In reaction to part a)

- What was different from how you would usually do this activity? (2 pts)
- What did you learn (i.e., adaptations used, what was effective in helping the person complete the task? (2 pts)

In reaction to part b)

- What did you learn from the first-person accounts that might help you as a teacher? (2 pts)

Summary for both parts of the assignment:

- What are the implications (i.e., instructional strategies and other supports needed) for your practice in teaching young children/students who are blind and have additional disabilities? (4 pts).

C. ***Interdisciplinary Participation Plan*** for a student (description provided) who is blind and has additional disabilities in an inclusive (general education) setting (15 points) -

**ECSE: 2.2, 3.5**

**ECSE: 1.11, 2.3, 2.5, 2.6**

**ECSE: 1.1, 1.2, 1.3, 4.4**

Purpose: To demonstrate the use of UDL strategies and instructional materials for a student

who is blind with additional disabilities and to collaborate with educational teams. The submitted assignment should reflect your creativity and application of the specific strategies and adaptations that you have learned from class and relevant resources (e.g., readings and websites).

You will receive a case study for a preschooler/elementary/middle school student has minimal speech and language and no functional vision.

Written Assignment (10 points)

1. **Context.** Select a general education lesson/activity for the age/grade level you teach. State what is being taught and how the teacher has organized the class (e.g., large group instruction, small groups). Provide an overview of the lesson/activity (do not include adaptations) (1 pt)
2. **Task analysis.** List specific skills that the (sighted) students are asked to engage in from the beginning to the end of the lesson/activity (e.g., watch the teacher, imitate what he/she does, get materials, take notes etc.). (2 pts)
3. **Learning objective.** Determine a specific measurable objective for the blind student within this lesson/activity. Explain why you selected this objective (why is this skill a critical skill for this student?). (1pt)
4. **Participation plan.** Determine how the target student who is blind with additional disabilities will participate in the lesson. These may be bulleted and some look exactly like the previous list in # 2. Be sure to include specific learning opportunities using strategic participation and adapted materials. Think about how peers may help the student to participate in the lesson/activity (3 points)
5. **Team members.** List all team members that you would collaborate with to support the student in this activity and their specific roles. They may not all be in the same place at the same time (2 points).
6. **Adaptation (description).** Develop an adaptation that could be used in this lesson/activity. This adaptation should be designed for a student who has very limited or no vision. Describe the adaptation, how the student will use it, and why you designed it the way you did. The adaptation should allow for active engagement by the student (not just touching it). (1 pt)  
Create the adaptation (5 points)
7. **Adaptation (actual materials).** Develop an adaptation that could be used in this lesson/activity. This adaptation should be designed for a student who has very limited or no vision. It should be well made, sturdy, and apparent how it supports the Participation Plan. The adaptation should allow for active engagement by the student (not just touching it).

D. *Strategies for Supporting Literacy Skills in Students with Sensory and Additional Disabilities* (10 points) –

**ECSE: 4.1**

**ECSE: 1.1, 1.2, 1.3**

Purpose: To gain knowledge and skills to promote literacy skills with students with multiple disabilities with intensive support needs.

**1. Read:**

McKenzie, A.R. (2009). Emergent literacy supports for students who are deaf-blind or have visual and multiple impairments: A multiple-case study. *Journal of Visual Impairment & Blindness*, 103, 291-302.

2. Using the article, identify a short list of **implications for practice** in your role as a special educator of students with these learning needs (~ 1 page)
3. **Log onto this website:** Literacy for children with combined vision and hearing loss <http://literacy.nationaldb.org/>. Download the Literacy Skills Checklist (also posted on Moodle). **Write a brief description** of a preschooler or school age student that you will assess using this checklist (< 1 page), and complete the checklist on this student. Use resources from this website or those described in class/readings to **identify at least 3 key strategies** to promote this student's literacy skills and how you would implement them.
4. **The assignment you submit should include these components:**
  - a. Implications for practice from McKenzie (2009) article. (2 pts; approx. 1 page)
  - b. Short description (1 page or less) of focus student for checklist) (2 pts)
  - c. Description of findings from the checklist administration (2 pts; 2-3 paragraphs)
  - d. Strategies you suggest for promoting literacy for this student (4 pts; approx. 2 pages)

#### E. Reflection on Serving D/HH Students:

**ECSE: 1.6, 1.9, 4.4**

**ECSE: 1.4**

Assignment description coming! You will select videos and materials from several choices focused on language access and complete a short reflection.

#### F. Communication Access for Students who are Deaf/Blind:

**ECSE: 1.6, 1.9, 4.4**

**ECSE: 1.4**

Assignment description coming! You will select videos and materials from several choices focused on language access and complete a short reflection.

#### G. Final Exam –15 points

Based on course content, discussions and readings.

#### CSUN Technology Conference/High Tech Research Assignment – 5 points extra credit –

**ECSE: 2.5**

Purpose: To become familiar with instructional and assistive technology designed for individuals who are blind and have low vision.

Students are expected to visit, at minimum, the virtual exhibit hall for the CSUN Assistive Technology Conference. Students will complete the “scavenger hunt” assignment, write about their experiences, and make connections in their reflection to the content of the class and readings.

#### Grading Criteria

Written assignments should demonstrate your professional competence. Points will be assigned for organization, clarity, and integration of concepts presented in readings and discussed in class.



| <b>Assignments</b>                                  | <b>Total Possible Points</b> |
|---|------------------------------|
| First person accounts activity                      | 10 points                    |
| Key Professionals                                   | 10 points                    |
| Participation Plan and adaptation                   | 15 points                    |
| Literacy supports                                   | 10 points                    |
| Reflection on Serving Students who are D/HH with MD | 10 points                    |
| Reflection on serving Students who are Deaf/Blind   | 10 points                    |
| Final Exam  | 15 points                    |
| <u>Attendance and Participation</u>                 | <u>20 points</u>             |
| Total   | 100 points                   |

**Extra Credit: CSUN Conference** **5 points possible**

**Grading System:** Total points earned for participation, assignments, and examinations will be divided by the total number of possible points to achieve a percentage.

|               |               |
|---------------|---------------|
| 93 -100% = A  | 66 – 69% = D+ |
| 90 - 92% = A- | 63 – 65% = D  |
| 86 – 89% = B+ | 60 – 62% = D- |
| 83 – 85% = B  | 0 – 59% = F   |
| 80 – 82% = B- |               |
| 76 – 79% = C+ |               |
| 73 – 75% = C  |               |
| 70 – 72% = C- |               |

Credential candidates must have an overall GPA of at least 3.0 in credential coursework and obtain a grade of C or better in this course.

**Incomplete.** Assigned only when at least 51% of required coursework has been completed *with a passing grade and with instructor approval.* See the current University catalog for details.

#### IMPORTANT NOTICE

CSUN sends all official communications by e-mail, including registration information. Check your CSUN e-mail as soon as you've activated your university account. Using any Web browser, go to [www.csun.edu/webmail](http://www.csun.edu/webmail). Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or other preferred address, go to [www.csun.edu/account](http://www.csun.edu/account), log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester.

#### **Students with Disabilities:**

Students with disabilities must register with the [Disability Resources and Educational Services \(DRES\)](#) and complete a services agreement each semester or the [National Center on Deafness \(NCOD\)](#). Staff will verify the existence of a disability based on the documentation provided and will approve accommodations. More importantly, We strive to make my teaching and course

materials as broadly accessible as possible, according to the principles of Universal Design for Learning. We appreciate all honest and respectful feedback from students regarding the accessibility of my course (materials, pedagogy, and ways to demonstrate learning). Please communicate with me in person or via email regarding any accommodations or supports that you know are helpful. We are not only committed to providing equal access as required by federal law, but also am interested in developing strategies for your success in this course.

### **Academic and Technical Resources:**

[Oviatt Library](#) for browsing of books, articles, media and additional academic resources.

[Learning Resource Center](#) offers tutoring, a writing center, & more.

[CSUN Information Technology \(IT\)](#) for technology support with Canvas and software related issues. Their office is open for calls/chat M-F from 8am-5pm PST.

[CSUN's Accessibility Policy](#) for more information on CSUN's goal to ensure that campus communication and information technology is accessible to everyone.

### **Additional Campus and Community Resources**

#### *Campus Facilities*

[Oasis Wellness Center](#) for a welcoming destination where students can find serenity and relaxation, including meditation, massages, and workshops focused on managing stress.

[Klotz Student Health Center](#) offering medical services, including Telehealth appointments.

[Student Recreation Center \(SRC\)](#) for exercise and leisure activity that promotes wellness.

[Career Center](#) for career, internship and job resources, resume writing, interview help & more.

[USU](#) for a variety of services including lactation space, veterans' resources, and more.

[Associated Students](#) providing programs designed to enhance the campus environment.

[Financial Aid & Scholarships](#) offers aid for applications.

#### *Additional Resources*

[CSUN with A HEART](#) for valuable information that will connect you to various resources regarding the basic needs of students in the CSUN campus community.

[Food Pantry at CSUN](#) providing food and toiletries for CSUN students in need.

[University Counseling Center](#) offering free short term counseling services to students, including individual counseling, crisis intervention, group and workshops, and more.

[Pride Center](#) The Pride Center supports lesbian, gay, bisexual, transgender, queer (LGBTQ) and questioning students, faculty and staff through programming and educational outreach to improve the campus climate for LGBTQ individuals as well as advocate for the respect and safety of all members of the campus community.

[Office of Equity and Diversity](#) supporting CSUN's commitment to maintaining an environment where no member of the campus community is subjected to any form of prohibited discrimination in any University program or activity.

[Help lines](#) (after hours when the University Counseling is closed) for numerous topics/needs including suicide, drug help, rape or sexual assault, other crisis or urgent concerns and more.

Emergency MataCare grants, one-time grants to prevent evictions, urgent childcare issues, etc.

DREAM Center: The EOP DREAM Center addresses the needs of undocumented students, members of mixed-status families, campus faculty and staff.

Veterans Resource Center: The VRC promotes the academic, personal and professional development of student veterans, reservists, members of the National Guard and their dependents through supportive services, resources and community building events.

Housing Instability Project: The goals and objectives behind the Housing Instability Project consists of: Identify and understand housing instability among CSUN students; Identify available resources to prevent housing instability and promote housing stability among CSUN students; Promote CSUN student awareness of and access to local resources that prevent, reduce or eliminate housing instability; Provide referral and linkage, to prevent, reduce or eliminate housing instability.

### Course Schedule:

| Class | Topics   | Assignments (Due midnight before the next class)  |
|-------|--|---|
| 1     | Overview of course expectations and topics<br>- Review syllabus and assignments  | <i>Flipgrid Intro due</i>   |
| 2     | Review: Evidence-based practices for teaching children with significant disabilities<br>- Use of prompts and wait time<br>- Universal Design for Learning<br><b>ECSE: 1.1, 1.2, 1.3, 1.7, 1.9, 2.5, 2.6, 3.5, 4.4, 4.6</b> | Meaden, H., Ostrosky, M.M., Santos, M.R., & Snodgrass, M.R (2013). How can I help: Prompting procedures to support children’s learning. <i>Young Exceptional Children</i> , 16(4), 31-39.<br><br>Bayes, D.A., Heath, A.K., Williams, C., & Ganz, J.B. (2013). Pardon the interruption: Enhancing communication skills for students with intellectual disability. <i>TEACHING Exceptional Children</i> ,45(3),64-70.<br><br>Universal design for Learning (16 mins)<br><a href="http://www.perkinselearning.org/videos/webcast/universal-design-learning">http://www.perkinselearning.org/videos/webcast/universal-design-learning</a> |
| 3     | Use of preferences and motivators<br><b>ECSE: 2.4</b><br><br>Home Language Considerations<br><b>ECSE: 1.4</b>  | Clark, C., & McDonnell, A.P. (2008). Teaching choice making to children with visual impairments and multiple disabilities in preschool and kindergarten classrooms. <i>Journal of Visual Impairment &amp; Blindness</i> , 102, 397-409.<br><br><b>In Class: Key Professionals assignment due</b>  |

|   |   |  |
|---|---|--|
| 4 | <p>Visual Impairments/Blindness</p> <ul style="list-style-type: none"> <li>- Definitions, risk factors, types</li> <li>- Functional implications of specific eye conditions and visual impairments on visual skills</li> </ul> <p><b>ECSE: 3.2, 4.1</b></p> | <p>Hatton, D.D., Ivy, S.E., &amp; Boyer, C. (2013). Severe visual impairments in infants and toddlers in the United States. <i>Journal of Visual Impairment &amp; Blindness</i>, 107, 325-336.</p> <p><b>Resources:</b><br/> See Canvas for handouts on albinism, optic nerve atrophy, optic nerve hypoplasia, retinal diseases, cortical visual impairment<br/> American Foundation for the Blind<br/> <a href="http://www.afb.org">www.afb.org</a><br/> American Printing House for the Blind<br/> <a href="http://www.aph.org">www.aph.org</a><br/> Family Connect<br/> <a href="http://www.familyconnect.org">www.familyconnect.org</a><br/> Texas School for the Blind and Visually Impaired: Selected resources<br/> <a href="http://www.tsbvi.edu/selected-resource-topics">http://www.tsbvi.edu/selected-resource-topics</a></p> |
| 5 | First-person accounts activity  | <b>First-person accounts due</b>   |
| 6 | <p>Use of Vision</p> <ul style="list-style-type: none"> <li>- Functional vision screenings</li> <li>- Observations of vision use</li> <li>- Clinical vision assessments</li> <li>- Medical terminology and reports</li> </ul> <p><b>ECSE: 2.3, 3.2</b></p>  | <p><b>Review these tools prior to class:</b><br/> Functional Vision Use/Characteristics of CVI Checklist<br/> Functional Vision Symptom Checklist<br/> Visual Developmental Sequence Checklist<br/> “Tips for modifying the environment”</p> <p><b>Resource:</b><br/> Texas School for the Blind and Visually Impaired: Selected resources<br/> <a href="http://www.tsbvi.edu/selected-resource-topics">http://www.tsbvi.edu/selected-resource-topics</a></p>  |
| 7 | <p>Environmental and Material Adaptations &amp; Interventions</p> <p><b>ECSE: 1.1, 1.2, 1.3, 1.7, 1.11, 2.3, 2.5</b><br/> <b>ECSE: 1.1, 1.2, 1.3</b></p>  | <p>Cox, P.R., &amp; Dykes, M.K. (2001). Effective classroom adaptations for students with visual impairments. <i>Teaching Exceptional Children</i>, 33(5), 68-74.</p> <p>Dunst, C.J., &amp; Gorman, E. (2011). Tactile and object exploration among young</p>  |

|           |   |   |
|-----------|---|---|
|           |   | <p>children with visual impairments. CELLreviews,4(2), 1-9.</p> <p>Downing, J.E., &amp; Chen, D. (2003). Using tactile strategies with students who are blind and have severe disabilities. TEACHING Exceptional Children, 36 (2), 56-60.</p>   |
| 8         | <p>Communication and symbol use for students with vision impairments and multiple disabilities<br/> <b>ECSE: 1.1, 1.2, 1.3, 1.4, 1.9, 2.5</b><br/> <b>ECSE: 1.1, 1.2, 1.3, 1.4, 1.9</b></p> | <p>Teaching 3D Symbol Use Handout</p> <p>Lewis, S., &amp; Tolla, J (2003) Creating and using tactile experience books for young children with visual impairments. Teaching Exceptional Children,35(3) 22-28</p> <p>Parker, A.T., Grimmett, E.S., &amp; Summers, S. (2008). Evidence-based communication practices for children with visual impairments and additional disabilities. Journal of Visual Impairment &amp; Blindness,102, 540-552.</p> <p><b>Resources:</b><br/> Guide to designing tactile illustrations for children’s books<br/> <a href="http://www.aph.org/files/research/illustrations/">http://www.aph.org/files/research/illustrations/</a><br/> Pathways to literacy for students who are blind or visually impaired: Multiple disabilities<br/> <a href="http://www.pathstoliteracy.org/multiple-disabilities/strategies">http://www.pathstoliteracy.org/multiple-disabilities/strategies</a></p> |
| 9         | <p>Orientation and mobility skills and techniques for children with visual impairment<br/> <b>ECSE: 2.3, 3.2</b></p>  | <p>Mobility Terms</p> <p>Orientation Terms</p> <p><b>Interdisciplinary participation plan and adapted material due</b></p>  |
| 10<br>4/5 | <p>Deaf Education<br/> <b>ECSE: 3.2</b></p>   | <p>Bruce, S.M., &amp; Broders, C. (2015). Communication and language in learners who are deaf and hard of hearing with disabilities: Theories, research and practice. American Annals for the Deaf,160, 368-384.</p> <p>Ledrerer S.H. &amp; Battaglia, D. (2015). Using signs to facilitate vocabulary in children</p>  |

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|    |  | <p>with language delays. <i>Infants &amp; Young Children</i>, 28, 18-31.</p> <p><b>Resources:</b><br/> National Institute on Deafness and other Communication Disorders<br/> <a href="http://www.nidcd.nih.gov/Pages/default.aspx">http://www.nidcd.nih.gov/Pages/default.aspx</a><br/> Hands and Voices<br/> <a href="http://www.handsandvoices.org">www.handsandvoices.org</a></p>  |
| 11 | Parent/Student Panel   | <p>Jackson, R., Ammerman, S., &amp; Trautwein, B. (2015). Deafness and diversity. In <i>American Annals of the Deaf</i>, 160(4). 356-367</p> <p>Through Your Child’s Eyes Video</p>   |
| 12 | Hearing-Related Considerations<br>- Observations of hearing use<br>- Hearing diagnoses: Definitions, risk factors, types<br>- Auditory neuropathy spectrum disorder<br>- Pediatric audiology<br><b>ECSE: 1.1, 1.2, 1.3, 1.4, 1.9, 3.2, 4.1</b>   | <p>Kaderavek, J.N., &amp; Pakulsk, L.A.(2002). Minimal hearing loss is not minimal. <i>TEACHING Exceptional Children</i>,34(6), 14-18.</p> <p>Meinzen-Derr, J. (2018). Optimizing language learning for children with hearing loss. <i>The Hearing Journal</i>, 71(3). 22-26</p> <p><a href="http://www.pacificaudiology.com">http://www.pacificaudiology.com</a><br/> <a href="http://www.audiologyawareness.com/hearinginfo.asp">http://www.audiologyawareness.com/hearinginfo.asp</a></p> <p>Understanding your audiogram<br/> <a href="http://pacificaudiology.com">http://pacificaudiology.com</a></p> |
| 13 | Review of Audiograms and reports<br><br>Amplification<br>- Hearing aids<br>- Cochlear implant<br>- Environmental and instructional adaptations<br><b>ECSE: 1.1, 1.2, 1.3, 2.3, 2.5</b><br><b>ECSE: 1.1, 1.2, 1.3</b><br><br>Combined Visual Impairments and Hearing Loss (“Deaf-Blindness”)<br>- Incidence, causes, impact on learning and development<br><b>ECSE: 1.1, 1.2, 1.3, 3.2, 4.1</b><br><b>ECSE: 1.1, 1.2, 1.3</b> | <p><b>Reflection on serving students who are D/HH with multiple disabilities due</b></p> <p>Williams, C.B. &amp; Finnegan, M, (2003). From myth to reality: Sound information for teachers about students who are deaf. <i>TEACHING Exceptional Children</i>, 35(3), 40-45.</p>   |

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| 14         | <p>Instructional and communication strategies for students with combined vision and hearing loss</p> <p><b>ECSE: 1.1, 1.2, 1.3, 1.4, 1.9, 2.5</b></p> <p><b>ECSE: 1.1, 1.2, 1.3, 1.4</b></p> | <p>Downing, J., &amp; Eichinger, J. (2011). Instructional strategies for learners with dual sensory impairments in integrated settings. <i>Research &amp; Practice for Persons with Severe Disabilities</i>, 36(3-4), 150-157.</p> <p>Miles, B. (2008). Overview of deaf-blindness.</p> <p>Smith, K.G., Smith I.M., &amp; Blake, K. (2010). CHARGE syndrome: An educator's primer. <i>Education and Treatment of Children</i>, 33, 289-314.</p> <p>Communication and learning guide<br/> <a href="http://www.designtolearn.com/uploaded/pdf/DeafBlindAssessmentGuide.pdf">http://www.designtolearn.com/uploaded/pdf/DeafBlindAssessmentGuide.pdf</a></p> <p>National Center on Deaf-Blindness<br/> <a href="http://www.nationaldb.org">http://www.nationaldb.org</a><br/> Project SALUTE<br/> <a href="http://www.projectsalute.net">http://www.projectsalute.net</a></p> <p><b>Reflection on Serving Students Who are Deaf/Blind due</b></p> |
| 15         | Review for final exam  |   |
| FINAL EXAM |  | <b>Final Exam due – “take home” format</b>  |

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